

Manning Primary

125 North Boundary Street
Manning, South Carolina 29102

Grades 2-3 Elementary School

Enrollment 484 Students

Principal Betty Harrington 803-435-2268

Superintendent John Tindal 803-435-4435

Board Chair William H. Johnson 803-435-4435

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

6

47

58

8

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Good	Yes
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Excellent	No

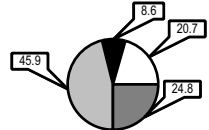
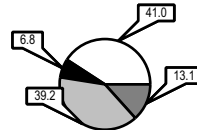
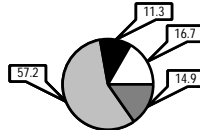
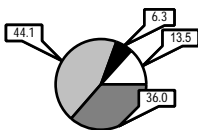
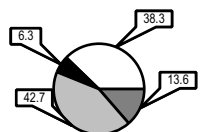
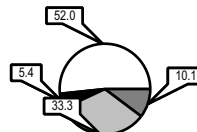
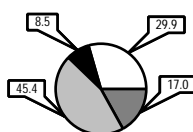
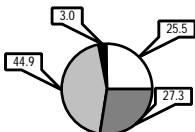
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	227	97.8	13.8	43.8	35.9	6.5	58.5	Yes	Yes
Gender									
Male	117	95.7	14.7	49.5	33.0	2.8	56.0	N/A	N/A
Female	110	100.0	13.0	38.0	38.9	10.2	61.1	N/A	N/A
Racial/Ethnic Group									
White	79	100.0	10.4	33.8	46.8	9.1	74.0	Yes	Yes
African American	138	96.4	14.6	50.8	30.0	4.6	50.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	182	100.0	11.3	41.2	39.5	7.9	65.0	N/A	N/A
Disabled	45	88.9	25.0	55.0	20.0	0.0	30.0	I/S	No
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	225	97.8	13.5	44.2	35.8	6.5	58.6	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	97.7	13.3	44.5	36.0	6.2	58.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	168	97.0	15.7	50.3	30.2	3.8	49.7	Yes	Yes
Full-pay meals	58	100.0	8.6	25.9	51.7	13.8	82.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	227	97.8	15.7	57.6	15.2	11.5	42.4	Yes	Yes
Gender									
Male	117	95.7	13.8	56.9	19.3	10.1	44.0	N/A	N/A
Female	110	100.0	17.6	58.3	11.1	13.0	40.7	N/A	N/A
Racial/Ethnic Group									
White	79	100.0	7.8	48.1	23.4	20.8	62.3	Yes	Yes
African American	138	96.4	20.0	64.6	10.8	4.6	30.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	182	100.0	9.6	59.9	16.9	13.6	47.5	N/A	N/A
Disabled	45	88.9	42.5	47.5	7.5	2.5	20.0	I/S	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	225	97.8	15.8	57.7	15.3	11.2	42.3	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	97.7	15.6	58.3	15.2	10.9	42.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	168	97.0	19.5	62.3	11.3	6.9	33.3	Yes	Yes
Full-pay meals	58	100.0	5.2	44.8	25.9	24.1	67.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	227	100.0	41.0	39.2	13.1	6.8	19.8
Gender							
Male	117	100.0	39.5	38.6	14.0	7.9	21.9
Female	110	100.0	42.6	39.8	12.0	5.6	17.6
Racial/Ethnic Group							
White	79	100.0	20.8	42.9	22.1	14.3	36.4
African American	138	100.0	52.6	36.3	8.9	2.2	11.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	182	100.0	34.5	41.8	15.3	8.5	23.7
Disabled	45	100.0	66.7	28.9	4.4	0.0	4.4
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	225	100.0	41.4	38.6	13.2	6.8	20.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	100.0	41.2	38.9	13.4	6.5	19.9
Socio-Economic Status							
Subsidized meals	168	100.0	48.2	37.8	11.0	3.0	14.0
Full-pay meals	58	100.0	20.7	43.1	19.0	17.2	36.2

Social Studies							
All Students	227	100.0	20.7	45.9	24.8	8.6	33.3
Gender							
Male	117	100.0	19.3	47.4	26.3	7.0	33.3
Female	110	100.0	22.2	44.4	23.1	10.2	33.3
Racial/Ethnic Group							
White	79	100.0	13.0	42.9	29.9	14.3	44.2
African American	138	100.0	25.9	49.6	20.0	4.4	24.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	182	100.0	15.3	45.2	29.4	10.2	39.5
Disabled	45	100.0	42.2	48.9	6.7	2.2	8.9
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	225	100.0	20.9	46.4	24.5	8.2	32.7
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	100.0	20.8	46.8	24.5	7.9	32.4
Socio-Economic Status							
Subsidized meals	168	100.0	23.8	49.4	20.7	6.1	26.8
Full-pay meals	58	100.0	12.1	36.2	36.2	15.5	51.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	233	100.0	17.0	38.5	41.7	2.8	44.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	227	97.8	13.8	43.8	35.9	6.5	42.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	233	100.0	20.2	59.2	18.3	2.3	20.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	227	97.8	15.7	57.6	15.2	11.5	26.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	233	100.0	46.3	37.6	12.8	3.2	16.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	227	100.0	41.0	39.2	13.1	6.8	19.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	233	100.0	19.3	52.3	19.7	8.7	28.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	227	100.0	20.7	45.9	24.8	8.6	33.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 484)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	7.4%	Down from 8.0%	3.6%	2.8%
Attendance rate	96.8%	Up from 96.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Down from 11.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 6.4%	0.0%	0.0%
Eligible for gifted and talented	2.5%	Down from 4.3%	6.8%	10.4%
On academic plans	N/A	N/AV	46.0%	33.6%
On academic probation	N/A	N/AV	0.4%	1.0%
With disabilities other than speech	15.1%	Down from 17.0%	7.6%	7.5%
Older than usual for grade	3.5%	Down from 4.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	51.4%	Down from 51.5%	50.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	14.9%	N/A	2.8%	2.4%
Teachers with emergency or provisional certificates	6.5%	Up from 3.3%	0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 82.9%	87.0%	87.3%
Teacher attendance rate	94.6%	Down from 95.0%	94.9%	94.9%
Average teacher salary	\$40,709	Up 2.1%	\$41,462	\$42,485
Prof. development days/teacher	23.3 days	Up from 14.7 days	13.2 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.2 to 1	17.6 to 1	18.6 to 1
Prime instructional time	89.8%	Down from 90.1%	89.6%	89.7%
Dollars spent per pupil*	\$5,997	Up 1.7%	\$6,876	\$6,557
Percent of expenditures for teacher salaries*	49.9%	Down from 52.8%	63.1%	64.0%
Percent of expenditures for instruction*	72.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.5%	Up from 95.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.4%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Manning Primary School is Wild About Learning. The mission of Manning Primary is to educate children. During 2005-2006 Manning Primary served 470 students in grades two and three. Of those students 61.4% were black, 34.2% were white, 3% Hispanic and 1.4% other. Seventy-eight percent of the student population received free or reduced lunch. Although test scores improved in three of four areas of PACT, Manning Primary still has concerns. Attendance increased from 2004 to 2005 but poor attendance still impacts PACT results. Manning Primary's 2005 Absolute and Improvement Ratings decreased. Many initiatives were implemented to improve both ratings.

Manning Primary is "wild" about implementing exemplary instructional programs. The Camp Wild and Save the Children After School Programs served 95 students all year. The Summer School Enrichment Program served 75 students. Manning Primary had five classes with an enrollment of no more than 15 students. Technology was enhanced throughout the building with the implementation of Renaissance Place, Fluent Reader, MAP testing, new computers in the computer lab and six model technology classrooms. Three enrichment teachers were added in January and an additional third grade teacher was added for the year. The self-contained Gifted model was implemented. MAP assessment was administered two times per year, and two computer labs served students with the Academy of Reading and Orchard programs. The Applied Behavior Therapy model was utilized for students with autism. Six third-grade and two second-grade classes used the Inclusion Model for resource. Second and third-grade students enjoyed dance instruction and students were offered an after-school gifted art class. Students conducted hands on experiments in two fully equipped science labs. Staff development hours increased and focused on test scores, reading levels, differentiated instruction techniques, writing, and analyzing data.

Manning Primary is "wild" about programs to serve the needs of students. A Mental Health Counselor, Prevention Specialist, and Attendance Officer served students through the federal Safe Schools/Healthy Students program. Character Education was addressed daily and students were served by the Smiles Dental Clinic and a Parent Resource Center. Students participated in the Clarendon Christian Learning Center, and Manning Primary utilized Foster Grandparents to assist in classrooms and the library. The playground is in phase two of a three-year revitalization project with the School Improvement Council, and building renovations will be complete in 2006.

Manning Primary is "wild" about accomplishments. Manning Primary met AYP for the third year. In 2001-2002 and 2002-2003 Manning Primary was awarded the Silver Award from the State Department of Education and was recognized as Closing the Achievement Gap among sub groups of students. Teachers received \$6,000 in EIA teacher grants in 2004-2005. During 2005-2006 Manning Primary received grants from Wal-mart, SCIRA, Pee Dee IRA, Save the Children, The Family Connection of S.C., and the Clarendon Two Education Foundation. For the second year a Manning Primary teacher is the District Teacher of the Year. Manning Primary has three National Board Certified teachers and two in process. Manning Primary was given Flexibility through Deregulation for 2005-2006. Manning Primary School is a Red Carpet School and is accredited by the Southern Association of Colleges and Schools.

Betty Harrington, Principal
Amy Land, Chairman School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	204	152
Percent satisfied with learning environment	100.0%	88.9%	89.1%
Percent satisfied with social and physical environment	100.0%	83.9%	83.7%
Percent satisfied with school-home relations	82.8%	87.9%	80.5%

*Only students at the highest elementary school grade level at this school and their parents were included.